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ABSTRACT

This report presents an evaluation of Bilingual Enrichment Services and Training (Project BEST), an Elementary and Secondary Education Act Title VII-funded project in its third year of operation at four schools in Manhattan. The project served 266 Cantonese-, Fukienese, and Mandarin-speaking gifted students of limited English proficiency. Participating students received instruction in English as a Second Language (ESL), native language arts (NLA) and content subjects. Content area instruction used one of three approaches: (1) Cantonese and Mandarin only; (2) Cantonese and Mandarin supplemented by English; and (3) English with an ESL methodology. Staff development workshops and parent participation activities were integral to the project. An evaluation of Project BEST found that it met its objectives for NLA, the content areas of mathematics, science, and social studies, instrument identification, curriculum and staff development, and parental involvement. It failed to meet its objective for placement in Intellectually Gifted Children's (IGC) classes. Recommendations on program improvement are included. Two appendixes include a list of instructional materials and resource center materials used. (MDM)

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OER Report

Bilingual Enrichment Services and Training
(Project BEST)
Community School District 2, Manhattan
Special Populations Grant T003L00061
FINAL EVALUATION REPORT
1992-93

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Bilingual Enrichment Services and Training
(Project BEST)
Community School District 2, Manhattan
Special Populations Grant T003L00061
FINAL EVALUATION REPORT
1992-93

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EXECUTIVE SUMMARY

Bilingual Enrichment Services and Training (Project BEST) was an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project in its third year of operation. The project functioned at P.S. 1, P.S. 42, and P.S. 124 in Community School District (C.S.D.) 2, and at a parochial school, Transfiguration School, all in Manhattan. In 1992-93, the year under review, Project BEST served a total of 266 Cantonese-, Fukienese-, and Mandarin-speaking gifted students of limited English proficiency (LEP). This represented a decrease of 21 students from the previous year. Participating students received instruction in English as a second language (E.S.L.), native language arts (N.L.A.), and the content areas. Content area instruction used one of three approaches: Cantonese and Mandarin only, Cantonese and Mandarin supplemented by English; and English with an E.S.L. methodology.

Project BEST provided teachers of participating students with the opportunity to attend frequent workshops and demonstration lessons. The project had an active parental component, which included workshops at the public school sites, an opportunity to attend the State Association of Bilingual Education (SABE) conference, and a parent newsletter.

Project BEST met its objectives for N.L.A.; the content areas of mathematics, science, and social studies; instrument identification; curriculum and staff development; and parental involvement. The project did not meet its objective for placement in Intellectually Gifted Children's (I.G.C.) classes.

The conclusions, based on the findings of this evaluation, lead to the following recommendation:

- Explore reasons why students were not accepted into the I.G.C. Program and take steps to rectify the situation.

ACKNOWLEDGEMENTS

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I. INTRODUCTION

Bilingual Enrichment Services and Training (Project BEST) was in its third year of funding as an Elementary and Secondary Education Act (E.S.E.A.) Title VII project.

PROJECT CONTEXT

The project operated at a parochial school, Transfiguration School, and at P.S. 1, P.S. 42, and P.S. 124 in Community School District (C.S.D.) 2 in Manhattan. The student population in C.S.D. 2 was 20,356 in 1993. Thirty-four percent were Asian-American; 29 percent were European-American; 22 percent were Latino; and 15 percent were African-American. Eighteen percent of these students were of limited English proficiency (LEP) and 54 percent came from low-income families, as indicated by their eligibility for the free-lunch program.

Of the 628 students who attended P.S. 1, 68 percent (427) were Asian-American, 17 percent (107) Latino, 14 percent (88) African-American, and 1 percent (6) European-American. Of these students, 31 percent were LEP, and 89 percent came from low-income families.

Of the 839 students who attended P.S. 42, 80 percent (671) were Asian-American, 16 percent (134) Latino, 2 percent (17) African-American, and 2 percent (17) European-American. Forty percent of these students were LEP, and 91 percent came from low-income households.

Of the 1,100 students that attended P.S. 124, 91 percent (1,001) were Asian, 5 percent (55) European-American, 2 percent (22) Latino, and 2 percent (22) African-American. Of these students, 29 percent were LEP, and 69 percent came from low-

income families. Data were not available from Transfiguration School.

P.S. 1 and P.S. 42 were housed in buildings dating from the turn of the century, whereas P.S. 142 was housed in a building less than 20 years old. Classrooms were clean and bright but severely overcrowded. Students' photographs, writing, artwork, as well as educational charts and posters decorated classroom walls. Project resource rooms stocked many project-purchased children's books in Chinese and English. Many of these books were in the classrooms as well. Bulletin boards in the halls were colorful and topical.

STUDENT CHARACTERISTICS

Project BEST served a total of 266 Cantonese-, Fukienese-, and Mandarin-speaking LEP students in fourth through sixth grade. (See Table 1.) LEP status was determined by Language Assessment Battery (LAB) scores at or below the 40th percentile. Male students numbered 146 (54.9 percent) and female 120 (45.1 percent).

TABLE 1

Number of Students in Project BEST, by Site and Grade

Site	4	5	6	Total
P.S. 1	23	38	5	66
P.S. 42	33	33	18	84
P.S. 124	8	13	64	85
Transfiguration School	--	29	2	31
Total	64	113	89	266

The majority of participants (74.8 percent) were born in China (See Table 2 for students' countries of origin.) Eighty-seven percent of project participants came from low-income families and were eligible for the free-lunch program.

TABLE 2

Students' Countries of Origin

Country	Number of Students
China	199
United States	34
Hong Kong	30
Taiwan	2
Macao	1
Total	266

Needs Assessment

Before instituting Project BEST, C.S.D. 2 conducted an exhaustive needs assessment of the targeted students, their families, and the educational staff who were to serve them. The data obtained from this assessment indicated four primary needs: (1) to provide LEP students with intensive language instruction and support services to improve their school performance; (2) to develop identification instruments, instructional models, and educational resources for gifted and talented bilingual children; (3) to offer staff development activities for teachers and paraprofessionals; and (4) to provide parents of participants with training to assist the educational development of their children.

PROJECT OBJECTIVES

Student Objectives

- Significant numbers of the fourth grade students participating in the project will demonstrate sufficient development in English language skills, and reading and math skills in order to be successfully placed in the Intellectually Gifted Children (I.G.C.) classes in the junior high school.

- At least 75 percent of the students enrolled in Chinese language arts will score at or above the passing criterion of 65.

- At least 75 percent of the students enrolled in mathematics and employing the G-Sahn or Sage enrichment approach will score at or above the passing criterion of 65.

- At least 75 percent of the students enrolled in science will score at or above the passing criterion of 65.

- At least 75 percent of the students enrolled in social studies will score at or above the passing criterion of 65.

Instrument Identification Objective

- An identification instrument appropriate for the gifted and talented Chinese LEP students in the elementary grades will be developed.

Staff Development Objectives

- Project staff and teachers will demonstrate improved skills and sensitivity in the identification and instructional planning for gifted and talented Chinese LEP students.

- At least 90 percent of project staff will be trained in the philosophy, instructional services, and methodological approaches of gifted and talented LEP students offered at the city colleges and universities, or sustain good knowledge of gifted and talented programs through workshops.

Curriculum Development Objectives

- An instructional model suitable for the gifted and talented Chinese LEP students in the elementary grades will be developed.
- The Gifted and Talented Resource Center at P.S. 124 will collect and disseminate materials and software items on gifted LEP students participating in gifted and talented bilingual programs.

Parental Involvement Objective

- At least 90 percent of project parents will be trained to become aware of their children's giftedness and trained in enrichment activities to assist their children at home, as measured by the project-developed Parent Checklist and Questionnaire.

PROJECT IMPLEMENTATION

During the 1992-93 school year, Project BEST provided instructional and support services to 266 Cantonese-, Fukienese-, and Mandarin-speaking students and their families at four elementary schools (three public and one parochial). The project's main goal was to identify Chinese-speaking LEP students with superior abilities and provide them with accelerated enrichment services in all subject areas in a bilingual instructional and learning environment. Project participants received instruction in English as a second language (E.S.L.) and native language arts (N.L.A.). Content area classes used bilingual instructional methodologies. At the public school sites, Cantonese and Mandarin were generally used 90 percent of the time in mathematics, 50 percent of the time in science, and 20 percent of the time in social studies. Content area classes were taught mostly in Cantonese and Mandarin in the early grades, and later in English supplemented by the native language or an E.S.L. methodology. At Transfiguration School, all courses were taught in English using an E.S.L. methodology.

Project BEST established a resource center at each public school site, provided activities to foster awareness of Chinese and other cultures, and offered parental involvement activities for parents of project students. The project featured staff training sessions by consultants with expertise in the Renzulli Creative Development approach to learning and critical thinking, and staff in-service development programs for enriching instructional services.

Materials, Methods, and Techniques

Project BEST offered a variety of enrichment activities to participating students. Teachers used a number of strategies and techniques in their classrooms. These included peer tutoring, cooperative learning groups, the whole language approach, the Renzulli Critical Thinking Approach, the Cognitive Academic Language Learning Approach (CALLA), an integrated thematic literature-based program, writing of journals and big books, role playing, total physical response, follow-up enrichment activities, the sheltered English approach, the language experience approach, and the basal approach. Additionally, the project incorporated a strong cultural component into its various curricula in order to foster knowledge of and pride in the students' native culture and promote an understanding of different cultures.

For a list of instructional materials used in the project, please see Appendix A.

The project had an innovative activity, the *Artists in Residence Program*, in which students were exposed to American and Chinese literature and music and created their own dramatic and musical performances.

During the 1992-93 school year, Project BEST developed booklets on early Chinese and pre-Columbian civilizations, a booklet to accompany a children's computer program, and an E.S.L. booklet. It adapted a curriculum booklet from the 92nd Street Young Men's Hebrew Association's (Y.M.H.A.'s) *MUSIC PLUS* program. The project also translated three Chinese plays into English.

Project BEST set up resource rooms at the three public school sites and provided each with a computer and software and an array of Chinese and English children's videos and reading materials. Children were encouraged to use the resource room after school and were permitted to check out books over the weekend. For a list of materials in the resource room, please see Appendix B.

Staff Qualifications

Title VII staff. The project's Title VII staff included the project coordinator, a resource teacher, and two paraprofessionals. For a description of degrees held and language competence (teaching or communicative proficiency*), see Table 3.

The project coordinator's responsibilities included the supervision and coordination of the project's activities, dissemination of information from bilingual education conferences to project staff, and coordination of the project's evaluation.

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*Teaching proficiency (T.P.) is defined as the ability to use LEP students' native language in teaching language arts or other academic subjects. Communicative proficiency (C.P.) is defined as a non-native speaker's basic ability to communicate and interact with students in their native language.

TABLE 3

Project Staff Qualifications

Position Title	Degree(s)	Language Competence
Project coordinator	Ph.D.	Cantonese (TP) Mandarin (TP)
Resource teacher	B.A.	Cantonese (TP) Mandarin (TP)
Paraprofessional	A.A.	Cantonese (TP)
Paraprofessional	H.S. diploma	Cantonese (TP)

The resource teacher's responsibilities were to organize the use of materials in the resource rooms, organize small reading groups, help students create journals about their enrichment activities, and encourage students' participation in citywide academic competitions.

The two paraprofessionals tutored newcomers to the program in reading English, converted the English text in existing computer programs into Chinese characters, and helped with general administrative tasks.

Other staff. Tax-levy funds paid the salaries of nine classroom teachers who provided instructional services to project students. Eight of the teachers had Master's degrees and one had a Bachelor's degree. Eight held bilingual common branches certification and one held New York State certification in English. Eight teachers were teaching proficient in both Mandarin and Cantonese. All teachers had training in bilingual and multicultural education and held New York State certification in the areas in which they taught.

Staff development. Teachers of project students participated in a monthly series of activities sponsored by the bilingual office of C.S.D. 2 and the project. They also attended two national bilingual education conferences. Project workshops focused on bilingual learning enrichment through music and science and leadership empowerment.

Instructional Time Spent on Particular Tasks

The project did not provide examples of class schedules.

Length of Time Participants Received Instruction

Students had a mean of 2.2 years (s.d.=1.7) of education in a non-English-speaking school system and 2.7 years (s.d.=1.8) of education in the United States. The median amount of time students had participated in Project BEST was 10 months.

Activities to Improve Pre-referral Evaluation Procedures for Exceptional Children

Students who were thought to be in need of special education services or programs for the gifted and talented were referred to the School-Based Support Team (S.B.S.T.) for evaluation. At the public school sites, both the guidance counselors and resource teachers were fluent in the native languages of project students and familiar with Chinese language-assessment instruments. Information for Transfiguration School was not available.

Instructional Services for Students with Special Needs

Project BEST supported students with superior abilities. Those who were having language-related difficulties, however, received additional instruction. Students exhibiting a particular aptitude received additional instruction and materials in the relevant area. The project offered many enrichment activities to draw out and reinforce the special interests and talents of all participating students. Such activities included field trips to museums, concerts and the theater through the artists-in-residence program; workshops on a variety of topics; and small reading groups.

PARENT AND COMMUNITY INVOLVEMENT ACTIVITIES

The project sponsored a wide variety of parental and community involvement activities that included parent-teacher conferences, a council meeting at a project site to discuss "Parents as Teachers," a parent newsletter, Chinese New Year celebrations, "science-at-home" projects, and attendance at bilingual education conferences.

II. EVALUATION METHODOLOGY

EVALUATION DESIGN

Project Group's Educational Progress as Compared to That of an Appropriate Non-Project Group

OREA used a gap reduction design to evaluate the effect of language instruction on project students' performance on standardized tests. Because of the difficulty in finding a valid comparison group, OREA used instead the groups on which the tests were normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.1. It is assumed that the norm group has a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains are attributable to project services.

Applicability of Conclusions to All Persons Served by Project

Data were collected from all participating students for whom there were pre- and posttest scores. (There were no pretest data on students who entered the program late; therefore, posttest data for them will serve as pretest data for the following year.) Instruments used to measure educational progress were appropriate for the students involved. The LAB is used throughout New York City to assess the growth of English skills in populations similar to those served by Project BEST.

INSTRUMENTS OF MEASUREMENT

OREA compared pre- and posttest scores on the LAB to partially assess the E.S.L. objective. The N.L.A. and content area objectives in mathematics, science,

and social studies were assessed through course grades, as specified.

All students were tested at the appropriate grade level. The language of the LAB was determined by the test itself.

According to the publisher's test manuals, all standardized tests used to gauge project students' progress are valid and reliable. Evidence supporting both content and construct validity is available for the LAB. Content validity is confirmed by an item-objective match and includes grade-by-grade item difficulties, correlations between subtests, and the relationship between the performance of students who are native speakers of English and students who are LEP. To support reliability, the Kuder-Richardson Formula 20 (KR20) coefficients and standard errors of measurement (SEM) are reported by grade and by form for each subtest and total test. Grade reliability coefficients, based on the performance of LEP students on the English version, ranged from .88 to .96 for individual subtests and from .95 to .98 for the total test.

In order to assess the parental involvement objective, OREA examined the project-developed and distributed parent checklist.

DATA COLLECTION AND ANALYSIS

Data Collection

To gather qualitative data, an OREA evaluation consultant carried out on-site and telephone interviews with the project director several times during the school year and also observed two classes on each of two visits. The project evaluator collected the data and prepared the final evaluation report in accordance with the

New York State E.S.E.A. Title VII Bilingual Education Final Evaluation Report format, which was adapted from a checklist developed by the staff of the Evaluation Assistance Center (EAC) East in consultation with the Office of Bilingual Education and Minority Language Affairs (OBEMLA).

Proper Administration of Instruments

Qualified personnel received training in testing procedures and administered the tests. Test administrators followed guidelines set forth in the manuals accompanying standardized tests. Time limits for subtests were adhered to; directions were given exactly as presented in the manual.

Testing at Twelve-Month Intervals

Standardized tests were given at 12-month intervals, following published norming dates.

Data Analysis

Accurate scoring and transcription of results. Scoring, score conversions, and data processing were accomplished electronically by the Scan Center of the Board of Education of the City of New York. Data provided by the Scan Center were analyzed in the Bilingual, Multicultural, and Early Childhood Unit of OREA. Data collectors, processors, and analysts were unbiased and had no vested interest in the success of the project.

Use of analyses and reporting procedures appropriate for obtained data. To assess the significance of students' achievement in English, OREA computed a correlated *t*-test on the LAB N.C.E. scores. The *t*-test determined whether the

difference between the pre- and posttest scores was significantly greater than would be expected from chance variation alone.

The only possible threat to the validity of any of the above instruments might be that LAB norms were based on the performance of English proficient (EP) rather than LEP students. Since OREA was examining gains, however, this threat was inconsequential–the choice of norming groups should not affect the existence of gains.

III. FINDINGS

PARTICIPANTS' EDUCATIONAL PROGRESS

Project BEST carried out all instructional activities specified in its original design. Throughout the school year, students had ample opportunity to develop their English and native language skills.

LEP Participants' Progress in English

Instructional strategies for E.S.L. included writing class journals and "big books;" peer tutoring; dialogue drills; cooperative, small-group projects; a social affective approach; whole-language reading projects and tasks; a literature-based program using magazines, pictures, dictionaries and stories; dramatization and role-playing; videos; and a total physical response approach.

The OREA evaluation consultant observed a fourth grade E.S.L. class of 16 project students at P.S. 1. The cheerful classroom was decorated with posters of mathematics and science concepts, bilingual phrases, grammar, and sections of a book; photographs of the mayor with project students who performed in an ARTS Incorporated-produced student play; and bookshelves and a display table with nature books and storybooks. The students were working on an ongoing project to create storybooks about themselves which were to include chapters with drawings about their family, home, pets, and favorite foods. The books aimed at developing English literacy and vocabulary, and building self-esteem. The lesson was teacher-directed and individually paced. A student teacher was present. Instructional methodology combined whole language and structured immersion approaches. After a few

students read aloud chapters from their autobiographies, the teacher read slowly and clearly from the storybook which was serving as a prototype for the students' books. Students then worked individually on writing a new chapter. The teacher and student teacher walked around the classroom clarifying the meaning of new vocabulary in English and Cantonese to those requiring additional help.

The objective for English language skills was:

- Significant numbers of the fourth grade students participating in the project will demonstrate sufficient development in English language skills, and reading and math skills in order to be successfully placed in the Intellectually Gifted Children (I.G.C.) classes in the junior high school.

There were complete pre- and posttest scores on the LAB for 175 students from grades four through six. (See Table 4.) Students showed a mean gain of 4.7 N.C.E.s (s.d.=8.2), which was statistically significant ($p<.05$). Overall, 60.6 percent of the students for whom pre- and posttest LAB scores were available demonstrated an increase. However, the project did not indicate that any students would be admitted to the I.G.C. classes in junior high school.

The project did not meet its objective for placement in Intellectually Gifted Children's (I.G.C.) classes. The project director reported that there was a lack of textbooks in side-by-side Chinese and English versions.

TABLE 4
Pretest/Posttest N.C.E. Differences on the
Language Assessment Battery, by Site

Project Site	Total number of project students	Number of students for whom data were available	Pretest		Posttest		Difference		*t* value
			Mean	S.D.	Mean	S.D.	Mean	S.D.	
P.S. 1	66	45	17.0	12.6	19.9	15.6	3.0	8.0	2.48*
P.S. 42	84	66	11.0	8.7	16.2	13.2	5.2	9.0	4.67*
P.S. 124	85	64	8.8	9.6	14.2	12.9	5.5	7.3	5.98*
Transfiguration School	31	--	--	--	--	--	--	--	--
Total	266	175	11.7	10.6	16.4	13.9	4.7	8.2	7.61*

*$p < .05$

- Project BEST students in all grades at the public school sites and overall demonstrated significant gains on the LAB.

LEP Participants' Progress in Native Language

Instructional strategies for N.L.A. were numerous. Techniques used to improve writing skills included student books, cards, journals, and follow-up essays after guest lectures. Peer tutoring, cooperative learning, buddy-pairing, and dramatic performances were techniques used to improve reading, pronunciation, and vocabulary. N.L.A. classes also provided follow-up instruction on various enrichment activities that included a Chinese festival, folk dances, and special assembly programs.

The OREA evaluation consultant observed a fifth grade class of 30 project students at P.S. 42. The classroom was crowded but nicely decorated with a poster listing various genres of books, student-created books, photographs of the student performance at the school's Chinese New Year celebration, and a display of books by Anthony Browne. The class was working on transforming a Chinese folktale into a play as part of the project's *Artists-in-Residence Program*. The activity used a cooperative learning interaction pattern and combined content-based, communicative, and structured immersion instructional methods. An ARTS Incorporated guest speaker and visiting actress from China discussed the various components of folktales and involved students in discussing the meanings of the tales. Students also took turns reading aloud. This was followed by a practice competition between volunteers to recite lines from a play being prepared for a schoolwide performance. During the class, the paraprofessional did not work with the children but organized lesson materials for use later in the day.

The project proposed one objective for N.L.A.:

- At least 75 percent of the students enrolled in Chinese language arts will score at or above the passing criterion of 65.

The project provided OREA with final course grades in N.L.A. for 190 students. Of this number, 177 (93.2 percent) received passing grades.

The project met its N.L.A. objective, as it did last year. The project director, however, complained that there was a dearth of Chinese-language textbooks.

LEP Participants' Academic Achievement

Instructional strategies for all content area subjects included peer tutoring, individualized instruction, cooperative learning, the whole language approach, the sheltered English approach, and English supplemented by the native language.

Mathematics. In mathematics classes, teachers also used the basal approach, manipulatives, CALLA, and educational games and activities.

The evaluation objective for mathematics was:

- At least 75 percent of the students enrolled in mathematics and employing the G-Sahn or Sage enrichment approach will score at or above the passing criterion of 65.

The project provided OREA with final course grades in mathematics for 233 students. Of this number, 229 (98.3 percent) received passing grades.

The project met its mathematics objective, as it did the previous year.

Science. Science classes also used manipulatives, hands-on activities, cooperative learning, the integrated thematic literature-based program, and CALLA.

The OREA evaluation consultant observed a sixth grade science class of 21 project students at P.S. 1. The classroom was crowded but attractive. Charts

depicting the stages of the scientific method and the parts of the human body were displayed, as were posters of the alphabet and of bilingual vocabulary. There was a large bookcase with English and Chinese books, including encyclopedias, and videos. The class was working on a unit on the scientific method. The lesson combined teacher-directed and cooperative learning interaction patterns and used both content-based and structured immersion instructional methods. A student teacher was present. The teacher demonstrated the construction and use of graphs. Students, working individually, were preparing a report on an experiment they had previously conducted in mixed-ability groups of four in answer to the question, "What happens to our heart when we exercise?" A paraprofessional and student-teacher clarified the teacher's instructions and translated into Cantonese or Mandarin as needed.

Project BEST proposed one evaluation objective for science:

- At least 75 percent of the students enrolled in science will score at or above the passing criterion of 65.

The project provided OREA with final course grades in science for 231 students. Of this number, 218 (94.4 percent) scored at or above the passing criterion of 65.

The project met its science objective. Last year the project also met this objective when 96.3 percent of the students received passing grades.

Social Studies. In social studies classes, teachers also used CALLA, the Renzulli Critical Thinking Approach, the language experience approach, and real-life examples.

Project BEST had a single objective for social studies:

- At least 75 percent of the students enrolled in social studies will score at or above the passing criterion of 65.

The project provided OREA with final course grades in social studies for 232 students. Of this number, 214 (92.2 percent) received passing grades.

The project met its social studies objective, as it had in the previous year when 93.8 percent of the participating students passed.

FORMER PARTICIPANTS' ACADEMIC PROGRESS IN ENGLISH LANGUAGE CLASSROOMS

The project did not report the academic performance of former project students who had been mainstreamed.

OVERALL EDUCATIONAL PROGRESS ACHIEVED THROUGH PROJECT

Mainstreaming

The project mainstreamed 20 students (7.5 percent) this year, compared to 41 (14.3 percent) last year.

Grade Retention

Project BEST did not propose any objectives for grade retention. None of Project BEST students were retained in grade in the year under review.

Attendance

Project BEST did not propose any objectives for attendance. The attendance rate for project students at P.S.1 was 98.2 percent (N=61) while the schoolwide rate was 93.1 percent. At P.S.42, the attendance rate of project students was 98.5 percent (N=76) while the schoolwide rate was 93.5. The attendance rate for project students at P.S.124 was 98.3 percent (N=84) while the schoolwide rate was 96.6 percent. At Transfiguration School, the attendance rate of project students was 99.9 percent (N=30), but the schoolwide rate was unavailable.

Placement in Gifted and Talented Programs

Project BEST is a program for gifted and talented students, so there were no referrals made to other programs for the gifted and talented.

CASE HISTORY

T., a 12 year old Fukienese-speaking girl, emigrated to the United States from China in 1992 and participated in Project BEST in the sixth grade. She made a smooth adjustment into the class and project activities. She was particularly active in Chinese language arts, a small in-class reading group, the Sidney A. Wolff School Concert Series (helping the guest in pre- and post- concert workshops), computer skills development, and performances in school assemblies. She also enjoyed the resource center's selection of children's books and videos. She visited the resource center nearly every day and took home five to ten books and videos each week to enjoy with her family. T. was selected to be the master of ceremonies at the Chinese New Year Celebration at her school, where she welcomed guests and schoolmates in

fluent Mandarin, sang two famous Chinese folk songs, and performed a role in "The National Dragon Dance." She composed lyrics for a song of her own, which she sang onto a tape, and also created new songs as part of the "Write and Sing a Song" program.

INSTRUMENT IDENTIFICATION

The project proposed one objective for the identification of Chinese-speaking gifted and talented students:

- An identification instrument appropriate for the gifted and talented Chinese LEP students in the elementary grades will be developed.

In the year previous to the one under review, project staff developed an instrument to identify gifted and talented Chinese LEP students in the elementary grades.

The project met its instrument identification objective.

STAFF DEVELOPMENT OUTCOMES

The project proposed two staff development objectives.

- Project staff and teachers will demonstrate improved skills and sensitivity in the identification and instructional planning for gifted and talented Chinese LEP students.

The project provided intensive staff development activities on either a one-on-one basis, or in small and large groups to assist teachers in the identification of and planning for gifted and talented LEP students. The project coordinator worked closely with project staff, the resource developer, and paraprofessionals in ongoing staff development sessions.

The project met its staff development objective for increasing skills and sensitivity in the identification of and instructional planning for gifted and talented students, as it did last year.

- At least 90 percent of project staff will be trained in the philosophy, instructional services, and methodological approaches of gifted and talented LEP students offered at the city colleges and universities, or sustain good knowledge of gifted and talented programs through workshops.

The project provided staff with the opportunity to participate in a series of workshops offered through its *Artists-in-Residence Program* and at educational conferences. The workshops focused on the use of music, art, drama, and literature to enhance classroom activities. All project staff attended these activities.

The project met its objective for the training of project staff through workshops and/or college courses, as it did last year.

CURRICULUM DEVELOPMENT OUTCOMES

The project proposed one objective for the development of an instructional model:

- An instructional model suitable for the gifted and talented Chinese LEP students in the elementary grades will be developed.

The project coordinator, resource staff, consultants, and participating teachers developed an instructional model for gifted and talented Chinese LEP children in elementary schools. The instructional model integrated the Renzulli Enrichment Model with the *Artists-in-Residence Program*, in which students are exposed to and use American and Chinese literature and music to create their own dramatic and musical

performances. The project coordinator indicated that this instructional model encouraged Chinese LEP students to actively participate by providing a non-threatening learning environment.

The OREA evaluation consultant observed an enrichment activity in music, part of the *Artists in Residence Program*. Twenty-four project students in the sixth grade at P.S. 42 participated in this activity. Although the classroom was crowded and noisy because of a very loud radiator, it was a pleasant environment. The room was decorated with students' work, including poems, stories, book reports, mathematics homework, drawings of aspects of U.S. geography, hand-painted masks, and photo-essays about the students' field trip to Staten Island. The classroom also had a lending library of children's books.

A guest musician from the Y.M.H.A. came to the classroom following a concert given by the Big Brother Band. He explained such musical terms as tempo, dynamics, and accent, and demonstrated them on his trumpet. He also explained how an orchestra is conducted. The lecture was in English and a teacher and paraprofessional helped the students understand the concepts.

The project met its objective for the development of an instructional model, as it did last year.

The project posed one objective for the activities of a gifted and talented resource center:

- The Gifted and Talented Resource Center at P.S. 124 will collect and disseminate materials and software items on gifted LEP students participating in gifted and talented bilingual programs.

The project purchased an extensive collection of children's literature, science resource books, videos, and computer software in Chinese for the P.S. 124 Gifted and Talented resource center for the use of participating students and teachers.

The project also provided services and materials to the resource centers established at P.S. 1 and P.S. 42.

The project met its objective for the activities of a gifted and talented resource center.

PARENTAL INVOLVEMENT OUTCOMES

The project proposed the following parental involvement objective:

- At least 90 percent of project parents will be trained to become aware of their children's giftedness and trained in enrichment activities to assist their children at home as measured by the project-developed Parent Checklist and Questionnaire.

The project coordinator indicated that all parents of participating students were informed of their children's giftedness. Parents were also trained in enrichment activities such as "science-at-home" activities to assist their children. The project distributed the parent checklist and questionnaire, "Essential Tips for Learning," to all parents of participating students. This was adapted last year from a Phi Delta Kappa publication and translated into Chinese.

Parents were kept abreast of the project's activities and events through a parent newsletter. Parent-teacher conferences kept parents informed about their children's progress in the project. Parents of project students attended a meeting on

"parents as teachers" and workshops on "leadership empowerment" and "parent-school partnerships" at bilingual education conferences. Many parents attended the performance by project students at the Chinese New Year assembly and the New Year Extravaganza.

The project met its parental involvement objective, as it did last year.

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

ACHIEVEMENT OF OBJECTIVES

Project BEST met its objectives for N.L.A.; the content areas of mathematics, science, and social studies; instrument identification; curriculum and staff development; and parental involvement. The project did not meet its objective for placement in I.G.C. classes.

Students participating in Project BEST showed academic progress at the end of the 1992-93 school year: all of the participating students were promoted to the next grade. The LEP population improved their English, Chinese, and content area skills as indicated by their performance on the LAB and their final course grades. Improvement in English language skills and mathematics, however, did not appear to be substantial enough to merit entrance into the I.G.C. Program.

Project services not only benefited the students academically but also increased awareness of their own and other cultures. Project staff developed identification instruments and instructional models for gifted and talented LEP students. Teachers improved their techniques for working with this population of gifted students after attending the project's staff development workshops. Parents of project students benefited from the broad array of activities that the project offered throughout the year.

MOST AND LEAST EFFECTIVE COMPONENTS

Highly effective components of Project BEST were the N.L.A. and content area instruction, the *Artists-in-Residence Program*, and the reading program which introduced students to Chinese literature and science. Quantitative data and reports of observers and those involved in the program attest to the strengths shown in these areas. Although the project did not meet its objective for placement in I.G.C. classes, English instruction was still a highly effective component of the project as evidenced by significant gains in English language skills on the LAB.

The least effective component of the project according to the project director was the dearth of textbooks in Chinese and/or side-by-side Chinese and English versions.

RECOMMENDATION TO ENHANCE PROJECT EFFECTIVENESS

- Explore reasons why students were not accepted into the I.G.C. Program and take steps to rectify the situation.

APPENDIX A

Instructional Materials

E.S.L.

Grade	Title	Author	Publisher	Date of Publication
All	Trade Books-Literature	Various	Various	*
4	Phonics Book-C	Elwell-Murray-Kucia	Modern Curriculum Press, Inc.	1988
Various	Basal Readers	Various	Various	*
6	Hello English	Barbara Zaffran	National Textbook Co.	1988
6	Tune into English	Vive Kind	Regent Publishing	1990
4-6	Sesame Street Dictionary	Jill Wagner	Oxford University Press	1983
4-5	Longman English-Chinese Photo E.S.L.	Marilyn S. Rosenthal	Longman	1989
4-5	Steps to English	Doris Kernan	McGraw Hill	1983
5-6	Yes! English for Children - B,C,D	Lars Mellgren	Addison-Wesley	*
6	Yes! English for Children - E	Michael Walker	Addison-Wesley	1983

*Information not supplied.

APPENDIX A

Instructional Materials, cont'd.

N.L.A.

Grade	Title	Author	Publisher	Date of Publication
4-6	Elementary Chinese	Foreign Languages Press, Beijing, China	Chinese International Book Store	1986
2-6	Children's Songs 2	Overseas Chinese Library Wong Chiu Kui, Lin Chao	Linkim Publishing Co., Ltd.	1987
3-6	Chinese Fables	Tung-Chung	Overseas Chinese Affairs Commission	1985
3-6	Folk Stories Volume	L. Chao, Editor	Overseas Chinese Affairs Commission	1985
3	Language Art	K.S. Tseng	Overseas Chinese Affairs Commission	1988
5-6	Children's Song Book 1, 2	*	*	1985
4-6	Chinese Language Art	*	Chi Sheng Book Co. Hong Kong	1990

*Information not supplied.

APPENDIX A

Instructional Materials, cont'd.

Mathematics

Grade	Title	Author	Publisher	Date of Publication
4-5	Mathematics Today and Workbook	Janet Abott David Wells	Harcourt Brace Jovanovich	1987
4-5	Houghton Miflin Math	W.G. Quast	Houghton Mifflin Co.	1990
6	New Ways in Numbers	*	Heath & Co.	1979
6	Math Today	*	Harcourt Brace Jovanovich	1986
4-6	Heath Mathematics	W.E. Rucker, et al.	Heath & Co.	1985

Science

Grade	Title	Author	Publisher	Date of Publication
3	HBA Science	E. Cooper, et al.	Harcourt Brace Jovanovich	1985
6	Science	*	Holt Rinehart Winston	1986
4,5	Holt Science	J Abruscats, et al.	Holt Rinehart Winston	1989
4-6	Science in Your Life	Herman & Shneider	Heath & Co.	1956

*Information not supplied.

APPENDIX A

Instructional Materials, cont'd.

Social Studies

Grade	Title	Author	Publisher	Date of Publication
5-6	Eastern Hemisphere	*	Scott Foresman	1986
4-6	NY Past and Present	*	Noble and Noble Co.	1967
4-5	Language Development Through Content (Our People & Their Stories)	Nancy Susan Dunetz	Addison-Wesley Publishing Co.	1990
All	New York Newsday (Newspaper)	*	*	*
4	Holt Social Studies Regions	J. Cangemi	Holt, Rinehart, & Winston	1986
4	Holt Social Studies	J. Cangemi	Holt, Rinehart, & Winston	1987
5-6	Heath Social Studies the World Today	Gloria P. Hagans, et al.	D.C. Heath & Co.	1987

*Information not supplied.

APPENDIX B
Resource Center Materials

Title	Title
Aesop Fables	Famous Chinese Calligraphers and Painters
Piano Music of the World	How to Write Compositions in Chinese
Piano Music of China	Chinese Instruments
Piano Music of China	Western Instruments
Classic Music	How to Play Chinese Chess
Piano Music of the World	How to Collect Stamps
Story of Mencius	The Encyclopedia of Chinese Children
Story About Chinese Idioms	Chinese Children's Stories
Interesting Stories About Science	Peter Pan
Getting to Know the Fruits	The Elephant's Child
Nutritious Vegetables	The Bank of Beasts
Games About Science	Big Bedtime Storybook
Kingdom of Butterflies	Before I Go to Sleep
Forest in Taiwan	My Bedtime Storybook
Microscope and Telescope	The Aristocrats
Getting to Know the Camera	The Sword in the Stone
Getting to Know the Computer	Dumbo
The World in the Bottom of the Sea	The Little Mermaid
Exploring the Space	Uncle Remus Stories
Birdwatching	Winnie-the-Pooh
House Bonsai	Robin Hood
The Story About Chinese Technology	The Prince and the Pauper
Stories About Chinese Stationery	Cinderella
Introducing Chinese Calligraphy	Sleeping Beauty
Introducing Chinese Painting	The Jungle Book
Western Painting	Alice in Wonderland

APPENDIX B
Resource Center Materials, cont'd.

Title	Title
The Fox and the Hound	Lady and the Tramp
Pinocchio	Donald and His Friends
Birds	How Birds Live
Flightless Birds	Nature Encyclopedia
Big Golden Book of Animals	The Golden Book of Snakes
The Gold Book of Insects and Spiders	Slimy, Creepy, Crawly Creatures
Snow White	The Rescuers Down Under
Mother Goose Rhymes	Ariel and the Secret of the Grotto
Chip and Dale, Rescue Rangers	Talespin: Seeds of Victory
Talespin: Drumming Up Business	Minnie and Me—Magical Zoo
Young Readers Library	Chinese Fairy Tales
Paper Folding	Children's Book About Nature
Children's Book About Science	Children's Book About Transportation
Children's Book About Animals	Children's Book About Contests
Children's Book About Wisdom	Chinese History in Comic Strips
Tears of a Lonely Star	The Great Land The Good Earth
Camille	The Adventures of Tom Sawyer
The Short Stories of Chinese Teenagers	Sherlock Holmes
Fairy Tales Around the World	The Newton Stories
Famous Works of World Literature	Comic Strip About a Magic Cat
Rare Animals	Paradise in China
The Capital and Famous Cities in China	Chinese Fairy Tales and Folk Stories
Stories About Chinese Idioms	Invincible
Learning American English from Cartoons	Strong Wind
The Music of Minority Tribe	The Chinese Atmosphere
Light Music of the Prairie	The Yellow River
The Music Instrument of Minority Tribe	The Melody of China
The New Year's Sacrifice	The Empty Dream
The Star Panda	The Story of Planting Gold
200 Songs for Chinese Children	Dictionary of Music

Resource Center Materials, cont'd.

Title	Title
The Stories of Chin Dynasty	The Stories of Wei and Jin
The Stories of Han Dynasty	The Stories of Sung Dynasty
The Boat-Girl Bride	From Beggar to Expert
Coloured Stones	A Lovely Girl
A Beautiful Dreamer	Two Little Kittens
The Stuck-Up Kitty	Eyes and Colours
A Beautiful Satin Picture	Magic Deer
Photographing the Monkeys	The Doll is Looking for a House
Plop! Plop!	The Kind Shia Wu Dong
Birds' Homes	Peacock Princess
Three Precious Pearls	A Gathering of Heroes
Sheng Nong's Miracle Herds	The Stories of Chinese Festivals
The Giant Panda, a Living Fossil	The Comic Strips of a Thousand Heights
Mother Panda and Her Baby	Delightful Dolphins
The Stories of Chinese History	The Ten Best Chinese Comedies
World Literary Works	The Ten Best Chinese Tragedies
To Add the Eyes to the Dragon	The Games for Four Seasons
The Adventure of a Deer	The Wonder of Biology
The Golden Axe	Idols of the Silver Screen
Folk Dance of Kan Shi	The Flower Rain of Silk Road
The Song and Dance of Sing Jiang	The Happy Family
Chinese Ballet	Song and Dance of Quei Chou
Traditional Shadow Box	The World of Martial Arts
Underneath the Moonlight	Light Music of South China
The Clear Night of the Wild West	The Shepherd in the High Land
The Psychology of Teaching Music	Folk Songs of Yun Nan
The Touching Melody	Folk Music of China
The Golden Axe	Shihan and the Snail

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